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ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Vital Factor in S. O. S. Call

THE vital factor in an S O S call is telling where help is needed. It is worse than useless to send an S O S call unless one knows just where he is. It is useless to give latitude or longitude unless one knows both. It would be ridiculous to tell where the craft was yesterday or where somebody thought it should be now. It would be a crime to use an S O S call if the exact present location of the craft was not known.

This suggests the vital factor in education today. Children and youth are on a tempestuous sea. Never were children and youth in such a rough sea industrially, socially, or religiously.

A variety of S O S calls are on the air, but most of these give no definite location of the trouble. Many of them are worse than useless because the call merely tells where adults want them to be, and then says: "They are not there."

Youth are not sending S O S calls because they are naked on the wreckage. Lack of clothing is not distressing them. They are not anxious because the atmosphere is frosty. Their chief trouble is that old folks don't know that youth are in the second quarter of the twentieth century instead of the third quarter of the nineteenth century. There was no "Deferred Payment" scheme fifty years ago. Business men insist that it is every way better to sell on the "Deferred Payment" plan than on the old-fashioned charge account which required one to establish his credit, or on the installment plan which practically held a mortgage on the buyer.

It may be better for youth to do business on the business basis of 1929 than on that of 1869. At least youth must send out the S O S call because they know where they are.

Wood, Educator-Banker

A PUBLIC school administrator who becomes a successful non-educational public official renders public education the greatest professional service.

The public schools are the public's schools, and the public, directly and indirectly, pays the taxes that make improved public schools possible.

There is being created an alarming suspicion that educational professionalists are more concerned with their reputations as professionalists than in creating public schools which will produce

highly marketable education for all varieties of children, for all varieties of occupation, trades and professions.

Will C. Wood, state superintendent of banks of California, within a year of his change from educationist to economic state leadership, demonstrated matchless economic skill by solving two of the most important banking problems that have perplexed any state in the Union.

There is nothing comparable to this sudden achievement of a man above forty years of age in an entirely new field whose whole life had been devoted to solving traditional problems in a more or less traditional way.

Mr. Wood began professional life as teacher in a small community on the outskirts of the suburbs of Oakland. He was soon promoted to the principalship of an elementary school in Alameda, from which he was advanced to the city superintendency, and from there to the state superintendency. He was the first state superintendent, after John Sweet, to be a state educational leader, and the first in California to be a national favorite as an educational speaker in half the states of the Union.

Two years ago Governor Young, who has demonstrated uncanny wisdom in the choice of public servants, transferred Mr. Wood from state superintendent of schools to the superintendency of banks, the highest position within the gift of the governor.

Mr. Wood had been in the new position less than a week when he faced a situation more vexatious than any state bank official of the state had ever faced, and his decision was unwelcome to the bankers and business men of the state, but it is now universally recognized as a master stroke in economics.

Within six months he discovered one of the most gigantic financial crimes in banking circles, and prosecuted the principals so successfully and speedily that within a year they were serving prison sentences. There had been no suspicion, not even a whispered suspicion, of anything wrong when Wood brought the crime to light and the criminals to justice.

Thus an educational administrative official whose entire training and experience had been with public school affairs became the recognized leader in public economics. This adds materially to public respect for the judgment of all educational administrators.

Gerwig of Pittsburgh

DR. GEORGE W. GERWIG, secretary of the Pittsburgh Board of Education, resigns after thirty-seven years of service in the school system of the city.

Rarely has any one had as vital a part in the creation of a school system as has Dr. Gerwig. Thirty-seven years of intense devotion to the improvement of the schools, always in close touch with the controlling forces of improvement, is a great record.

Dr. Gerwig entered the Pittsburgh system the year that the great Exposition re-created Chicago. That Exposition had a remarkable effect upon American industries, and no community was more influenced by it than was the Pittsburgh district.

No other school man in America has had such an opportunity as has Dr. Gerwig, who became a part of the school system of Pittsburgh when Carnegie, Schwab, Frick, and other industrial world leaders were in their prime.

We had been intimately connected with Pittsburgh educationally for ten years when Dr. Gerwig came upon the scene, and can recall as though it were yesterday the conditions which were transforming the schools of that city when he went there.

The honor system is being scrutinized all along the line. The University of Texas has abandoned it. It is not a theoretical affair. It must produce results.

Secretary R. O. West

WITHOUT meddling with the business of the United States Senate we can say that we consider the confirmation of Roy O. West as Secretary of the Interior admirable action from the educational standpoint, which is the only phase of the question in which we are interested.

We know that Mr. West interested himself in the affairs of the Bureau of Education from the day he became Secretary of the Interior. He has never been meddlesome, but from the first wanted to be helpful to the Bureau.

In selecting a successor to Dr. Tigert he certainly listened to no political arguments, to no factions in educational circles. These are two high attainments.

On the positive side he seemed to assume that a state superintendent is the legitimate heir to the commissionership; that the commissionership is the headship of administration of public school affairs and that the man who successfully administers the public school affairs of a state is the man to be entrusted with the administrative affairs of the states as a whole.

Dr. Payson Smith, State Commissioner of Massachusetts, was first choice, and Dr. William John Cooper of California his second choice, and so far as known no one else has been considered.

There can be no question but such an attitude and such personal interest as he manifested in the Bureau of Education from the first entitled the Senate to high praise for its approval of Mr. West for this position.

Belding's Page

WHY IS A CONVENTION?

SOME go to conventions and some stay at home. Those who go are obliged to work overtime making a clearing in their ordinary schedules. Many of them pay their own expenses. They go because they expect to receive fresh ideas and inspiration. They take a week out of the year for this sort of thing because they believe the other fifty-one weeks will be the better for it.

Generally speaking we may say that those who attend the great yearly gathering of the Department of Superintendence are among the most alert, progressive and dominant educators in the country.

Some stay at home because they are indifferent to the challenge of their profession. But others stay at home to attend to duties which they refuse to shirk. Still others stay at home because past experience has shown them that they, personally, do not derive the benefit from conventions that many of their colleagues seem to derive.

Attendance at a convention is hard work, for those who take it conscientiously. It can be made more or less of a picnic by any one who takes it lightly.

The national convention produces a national outlook, much needed by leaders of public instruction. There are no "county institutes" for principals and superintendents. Conference on a national scale is essential to bringing these key men and women into contact with one another and with the high-powered thinkers along pedagogical and administrative lines.

SUNLIGHT

AN ENGINEER comes forward with the statement that the customary location of living rooms, on the first floor of houses, is all wrong. These living rooms, says he, should be at the top of the house, where plenty of sunlight can be admitted, not only through windows, but through skylights also. And the glass in those windows and skylights should be of such composition as not to shut out the health-giving ultra-violet rays.

Maybe the engineer is right. Living rooms are located on the first floor because that seems a convenient place to have them. Also because it is customary to have them there. They can be changed, in new houses, if the change should prove desirable.

Who ever expected ordinary window glass to give place to something more transparent? Yet ordinary window glass may become obsolete, one of these days, particularly for schools and hospitals.

And we may see the youngest grades in schools transferred to the upper floors—by way of letting the tenderest plants have the benefit of the better light and air.

Still—too much sunlight is harmful to the eyes and perhaps to other parts of the body. The kindergartners may no sooner be established at the top of the school than they will be moved downstairs again. We proceed by experiment, and we cannot tell about a great number of things—in education and in life—until we have put them to the test of actual use.

PUBLICITY FOR SCHOOLS

A GOOD deal has been said about the need of school publicity. The need is by no means imaginary. Public education rests upon public approval as its material foundation. The drain upon the taxpayers constantly increases. So far the taxpayers have not very generally rebelled. They have a tremendous faith in the public schools and in the value of intellectual training, especially "practical" training. They know the schools are on the job. Still, the time may come when there will be a temporary loss of confidence. The pull on purse strings may precipitate a storm of criticism and disapproval.

Then is the time that the previously sown seeds of publicity will yield a worthwhile harvest to the schools. Publicity is a part of wise generalship. It is preparedness for a rainy day. But it is also the performance of a current obligation. The citizens have a right to know what the schools are doing. They have a right to glimpses of the purposes as well as the bare facts of all important changes.

The schools are fortunate in the fact that publicity costs them nothing beyond the services of their publicity agent or whoever gets up the material. The newspapers are friendly to the schools and desirous of printing school news. Editors know that their readers are interested in the happenings and developments connected with their children's education. So the press does not have to be begged to print whatever of news value is sent for publication.

How many schools and school systems, I wonder, are still trying to run in the dark, hiding as much as possible from the public, or at least not taking steps to let the public know what is going on? A good many.

Anson W. Belding

Associate Editor.

Childhood's Golden Age

By FRANCIS ROY COPPER
Northern State Teachers College, Marquette, Michigan

THE Golden Age of Childhood is *now*. It is conceded that the world belongs to children as well as to adults. There is a settled conviction that parents are responsible for the protection and the proper rearing of their offspring. While the conditions of childhood today are not perfect or ideal by any means, yet there is a much better attitude toward the child and more wholesome provision for his mental, physical, and spiritual comfort than ever before.

The *golden* part of the age is apparent when we contrast the status of the child now with his position in the past. There was a time when infanticide for both religious and economic purposes was quite common. History tells us that in ancient Sparta a council of elders inspected every child at birth, and if it was defective in any way it was exposed on the mountain side to die. In early Rome the authority of the father over his children was absolute; he could sell his son into slavery; and he could put to death even a son grown to manhood. It was once a common practice for vanquished nations to give their children as hostages to the victorious nations. The Old Testament prescribed very harsh punishment for children who mistreated their parents.

What were some of the influences which were responsible for doing away with these cruel practices and ushering in a better age for children? One of the great factors which helped to accomplish this change was the teaching of Christianity that parents were not the sole owners of their children, but only their guardians. Another influence, which was really the outgrowth of Christianity, was a more humanitarian spirit toward childhood, which was interpreted to the legislators and to the employers of children by humanitarian writers. The changed attitude toward children in England was brought about largely by such writers as Charles Dickens and Mrs. Elizabeth Barrett Browning. The latter in her poem, "The Cry of the Children," presented so forcefully the deplorable conditions of children in the coal mines and factories of England that the employers and members of Parliament had to remedy conditions. She says in part:—

"'For oh', say the children, 'we are weary,
And we cannot run or leap;
If we cared for any meadows, it were merely
To drop down in them and sleep.
Our knees tremble sorely in the stooping,
We fall upon our faces, trying to go;
And, underneath our heavy eyelids drooping,
The reddest flower would look as pale as snow.
For, all day, we drag our burdens tiring
Through the coal-dark underground;
Or, all day, we drive the wheels of iron
In the factories, round and round.'

* * *

"'How long,' they say, 'how long, O cruel nation,
Will you stand, to move the world on a child's heart . . . ?'"

It would have taken a very cruel heart to have resisted the plea of the children as presented by Mrs. Browning. In the course of time members of Parliament became interested and eventually passed laws protecting the child from excessive industrial labors.

Educational writers also did much for the child. The "Orbis Pictus" (World in Pictures), published by Comenius in 1658, was the first illustrated textbook for children. After this, interest in the study of the child developed rapidly. Educators began to make a really serious effort to understand the child. John Locke's book, "Thoughts on Education," published in 1693, was one of the first books comprehending the whole nature of the child—physical, mental, and moral. Rousseau's "Emile," 1762, made a strong appeal for child study, and gave the author's notion of how a boy should be educated. Following this in 1775, Pestalozzi, the great Swiss educator, made some simple notes on the observations he had made on his own son; and in 1787 a more elaborate work was produced by Tiedmann on "Observation on the Development of the Minds of Children." A still more comprehensive work was published in 1893 by Preyer on "The Mind of the Child." Of more recent years valuable contributions to child psychology have been made by G. Stanley Hall, Baldwin, Waddle, Gesell, Shinn, Sully and scores of others.

Many of the colleges and universities are maintaining Child Welfare Research Laboratories where the child is being studied in a scientific way by competent observers. Never before in the history of the world was there such an intelligent and systematic effort put forth to really understand the child as now.

Organizations are rendering great service to childhood. There was organized in 1893 the National Association for the Study of Children; and in 1912 the Federal Children's Bureau. In fact in nearly every local community we find branches or chapters of national organizations devoting their time almost exclusively to the betterment of childhood and youth. Among these organizations are the Parent-Teacher Associations, the Child Welfare Societies, the Boy Scouts, the Camp Fire Girls, the Y. M. C. A. and the Y. W. C.A., the Boys' Club Federation of America,

and the 4-H Clubs. There are now something like one hundred organizations whose primary purpose is to promote the interest and well-being of children.

There are papers, books, and magazines beautifully illustrated and designed especially for children; and there are special divisions of libraries set aside for their use, stocked with juvenile books. The matinees and the weekly story hour in the libraries and over the radios are for children.

If we turn to the matter of health, we find baby clinics, child specialists, and children's hospitals. A child in a city school has the benefit of a school nurse. He has a physical examination and remedial treatment for physical defects. He has sanitary drinking fountains and special attention given to his diet in case he is malnourished. He is given physical training, instruction in safety first procedure, fire drills, first-aid treatment, and sanitation in general.

The provisions for handicapped children are numerous. If a child is crippled, there is the Rotary Club ready to secure for him skilful medical attention; and there are special schools ready to receive him. If he is blind, there is the school for the blind especially equipped and ready to serve him; or if he is deaf, there is the school for the deaf ready to teach him. If he is subnormal he has access to the subnormal room where the work is graded to his level of intelligence and in charge of specially trained teachers.

The schools, by fitting themselves better to the needs of children, are serving them more effectively than ever before. Many of the children of the rural districts are no longer compelled to go to the little one-roomed school; but they are transported at community expense in comfortably-equipped busses to good schools, provided with trained teachers and good equipment. Here they are furnished opportunity for wholesome recreation, effective work and profitable experience.

Society in general is now honoring childhood highly. Most Sunday Schools have "Children's Day," on which occasion adult organizations stand aside and let the children have the stage. The father and son, and the mother and daughter banquets are expressions of respect shown to children. Every year in many parts of the Union children who have won distinction in club work in their local communities are given free trips in special trains to various places of interest, and are treated as honored guests. Cities are building beautiful, splendidly-equipped parks and playgrounds for the benefit of children. Let us notice some examples where signal honor was paid to children. In 1921 this nation sent three hundred Boy Scouts to Europe to the Boy Scout Convention of the world. There they were entertained as though they were great personages, as they really were. During Boys' Week a few years ago Eddie Meehan, a fifteen-year-old lad, acted as mayor of New York City for a day; Alfred Cerunda acted as president of the Board of Aldermen; and other boys headed various other departments of the city government.

The changed attitude toward the child is also well shown in our belief that every child has the inalienable right: (1) to be well-born; (2) to be understood; (3) to be loved; (4) to be healthy; (5) to work and play; (6) to participate in the social inheritance of arts, literature and science; (7) to believe in himself; (8) to be well-nourished, and (9) to grow, mentally, morally and spiritually.

When we think of the great amount of study bestowed upon the child, the great number of things that are being done for him, how he is being encouraged to express himself along various lines, how he is being protected against injustice, and insured a chance for happiness and an education, we can truly say that this is Childhood's Golden Age.

A Philosopher

By John Kendrick Bangs

To take things as they be—
That's my philosophy.
No use to holler, mope, or cuss—
If they was changed they might be wuss.

If rain is pourin' down,
An' lightnin's buzzin' roun',
I ain't a-fearin' we'll be hit,
But grin that I ain't out in it.

If I got deep in debt—
It hasn't happened yet—
And owed a man two dollars. Gee,
Why, I'd be glad it wasn't three!

If some one come along,
And tried to do me wrong,
Why I would sort of take a whim
To thank the Lord I wasn't him.

I never seen a night
So dark there wasn't light
Somewhere about if I took care
To strike a match and find out where.

Teachers Colleges as Ugly Ducklings

By A. O. BOWDEN

President, State Teachers College, Silver City, New Mexico

FOLK-LITERATURE of most races contains among other recognizable formulae the concept of the stories of Cinderella and the Ugly Duckling. Such a concept seems to be elemental, and persists even today in the most advanced groups of the human race. It is not named Cinderella, of course, in any but our native European folk-literature, but the formula by which a concept may be known is the same.

The stories of Cinderella and the Ugly Duckling are too familiar to most people and the psychology too evident to warrant a full repetition and explanation here. The point of the Cinderella story is that a little girl had a stepmother, who had two daughters. These two daughters received all the favors and attentions, and the little step-child was neglected. This applied to the group of teachers colleges and normal schools indicates that these educational institutions are neglected in many respects by the legislatures of the states and by the nation as a whole. This will become increasingly more evident upon a thorough examination of the accompanying tables.

In the United States as a whole, the annual cost per student to the taxpayers is $97.20 in teachers colleges as against a student cost of $269.33 in other technical colleges and in general university instruction. This difference gives a ratio of approximately $3 for a college or university student to $1 per student in teachers colleges. This is too much difference to be explained away on any other basis than that of neglect or a lack of consideration of the importance of teacher-training institutions.

The average teacher-pupil ratio of the faculties and students of all public colleges and universities other than the teacher-training colleges, in the United States is 13.9 pupils to a teacher, while the average teacher-pupil ratio of teachers colleges over the country is 23.9 pupils to the instructor.

The case of Normal Schools is similar to that of teachers colleges. Normal Schools are considered in this paper as two-year colleges. There may be a few exceptions even in this basis of classification, a few may be four-year institutions, but, generally speaking, Normal Schools offer two years' college work. That should not make any material difference in the comparison here offered. The basis of comparison is that of credits and costs per student. Normal Schools and teachers colleges have been separated in this discussion, and treated in different tables to avoid any comparison or criticism from those who do not enjoy contemplation of the disparity between the support of teacher-training institutions and other standard state-supported colleges.

It will be noticed that the per capita cost of Normal students to the taxpayers of the states is on the average $120.67, which is somewhat higher than that of teachers college per capita cost. From this it would appear that in the long run it would pay the states, from the standpoint of service and cost, to abolish or expand the two-year teacher-training institutions, and make them all four-year standard schools for the one purpose of training teachers of the public schools of the nation.

It is evident also that the student-teacher ratio is 20.2, that is 20.2 pupils to every teacher compared with 23.9 pupils to every teacher in teachers colleges.

The disparity in the efforts of the states in their support of teacher-training institutions probably is related to much of the criticism, and, indeed, may I say censure of teachers colleges. It is claimed that they are not standard; that their credits are not always accepted; that they emphasize method too much; that their faculties are comparatively weak and that the students who attend these teachers colleges are not as capable as those who attend the usual state universities or agricultural or engineering schools and other technical colleges. One writer (Dr. M. E. Haggerty, in the Educational Record for October, 1928) states that it is dismaying enough to find that the technical schools and teachers colleges list almost none of their Ph.D. degree holders as professional research students or teachers. Probably the reason is not far to seek since teachers colleges do not have enough maintenance funds to support a good teaching faculty to say nothing of adding a few Ph.D.'s for research primarily.

Some of these criticisms have a basis in fact. It is reasonable to suppose that if teachers colleges had as much money spent per pupil, both for maintenance and permanent buildings and equipment, as the colleges and universities not definitely assigned the task of supplying teachers for the public schools, the standards could be materially raised, faculties could be enlarged and equipment could be made adequate to do better teaching than other institutions because teachers who hold positions in teachers colleges generally have a better technique and methodology of instruction than most professors in other educational institutions.

There has been from time immemorial a hostility to pedagogy and techniques of teaching on the

part of most college and university professors. It still persists, but there are some signs of a movement for professionalizing the instruction in colleges and universities. Teachers are just as essential to the life of the state as any other calling whose followers are educated by tax-supported schools. No one would argue that teachers fill a less important position in the economy of the state than lawyers, physicians, engineers, etc.

By no stretch of the imagination can there be found a sound reason why students in teachers colleges should not have as good facilities for instruction, faculties equivalent in training, as good buildings and equipment as students in engineering schools, law schools, schools of medicine, and the colleges of arts and sciences.

There is not a shadow of a basis for such a difference in support except for the reasons which are to be described below. This brings me to my second illustration, that of the Ugly Duckling. It will be remembered that the folk-concept of the ugly duckling considered him unattractive, unfit to be classed with any regular flocks of the barnyard. The ducks would not accept him, the chickens refused to associate with him, and none liked him because he did not seem to fit in with their scheme of things. Both the institutions that train teachers and the teachers whom they send forth are given a mild sort of a condescending tolerance by legislatures and the people in general.

An Athenian saying, of a man who was missing was: "Either he is dead or has become a schoolmaster." To call a man a schoolmaster was to abuse him, according to Epicurus. Demosthenes, in his attack on Aeschines, ridicules him for the fact that his father was a schoolmaster in the lowest type of reading and writing schools. "As a boy," he says, "you were reared in abject poverty, waiting with your father on the school, grinding the ink, sponging the benches, sweeping the room, and doing the duty of a menial rather than of a freeman's son." Lucian represents kings as being forced to maintain themselves in hell by teaching reading and writing. (Cubberley: History of Education, p. 24.)

That condition existed long ago. We are not that bad now, but we still have a great distance to go before the real value of teaching and its vital influence in the state is felt. Even in the western world, that is, in Europe not so many years ago, teachers came from the low class—the cook, the cobbler, the candlestickmaker—who eked out their otherwise hard living and made life a little more easy for themselves financially if they had sufficient ability in the three R's to teach on off-hours. Not so with law or medicine. Medicine came up from a magical past, and was and still is in some quarters shrouded in mystery. This lends it prestige.

Our fundamental "mores" have not yet evolved to the point of wholesome respect for the teaching profession nor anything that it represents. There are outstanding personalities in the teaching profession who have great prestige, but the point to remember is the public support generally accorded to those in charge of the young.

The common teacher is too often neglected. There are several reasons for this, but the one or two I am stressing here is that we have not yet quite overcome the low value concept which society has always placed on those who teach.

The Greek concept of a slave is not changed greatly, it has been given another dress and name by our democratic republic. "Teachers have no business sense," some say. One of the greatest criticisms hurled against Woodrow Wilson in his first campaign was that he was just a school teacher, a pedagogue. The public wanted a business man, it was said. Business is our God, and Him we worship. Even teachers themselves, at least a large majority of the 841,000 whom we niggardly support, think they are in a work just a little off-color socially. Some have indicated their embarrassment at being classed with those who teach. There are those in the profession who think that they are just a little better prepared to teach if they have secured their training at a university or at any other place than a teachers college.

Teachers colleges have a very definite role to play in this process of selecting and passing on tradition just as other technological institutions, such as agriculture and engineering, similarly select by experimentation, and find the best method of dealing with crops and with building materials, etc. But a teacher's college is the basis of the public school system—the biggest business system which any civilized nation operates—because it trains teachers to supply public schools. So they help pass on not technical knowledge, for tradition is not a technical body of knowledge, but the common body of knowledge which all are presumed to possess. And no other institution is charged with this particular task. The university is a series of technical schools, save the college of liberal arts.

A teacher-training institution is not only good to train teachers but a school especially adapted to training for parenthood, and should be not only a technological school for training teachers but a common institution for pre-parenthood instruction.

We need a different type of training for teachers from what has been given in the past. It seems that teacher-training is much more important than curriculum construction or revision. For with the best possible curriculum a poor or unfit teacher can destroy the resulting good, while a real, well-trained and oriented teacher might not need the assistance of a curriculum, at least to any very great extent. The point in mind here is that a teacher should have a sense of balance and

a real knowledge and appreciation of the value of the material she is trying to give. She should have that tolerance that should come from a study of social psychology and related social science studies. Such a training would tend to prevent her falling into extremes on any educational fads, etc. Nearly every movement in education that has been started within the past fifty years has been made a fad, due to a lack of balance and an ideal of relative values. The intelligence testing movement, curriculum revision movement, vocational training and all the emphasis on cultural education, character building, moral education and religious instruction, and other types of education, are illustrative examples.

Periodically there is a howl about curriculum construction and revision. It seems that those who push these to such extreme limits as some do overlook the most vital part of the whole purpose of any one or all of these perfectly good activities, the teacher.

There should be no desire to lessen the study and investigation in the field of the curriculum. There should be more emphasis both from the profession and from those who pay taxes to support education on the training and selection of the best minds and personalities in our society for teachers. Just on this point we have apparently been most negligent.

On the Fourth of July and other patriotic occasions we have much blatant oratory about the value of schools and education and the work of the teacher. This is only lip service. But money talks, and is a fairly good measurer of our real appreciation of the work of the teacher and the teacher-training institutions. Who said we are sold on Education?

How Much Exercise Do Children Need?

By HENRY S. CURTIS
Jefferson City, Mo.

SOME children are naturally more active than others. In pedometer records it is found that their activity ranges from about four to fourteen miles a day. Within limits physical development will be in proportion to physical activity. The joint committee of the American Medical Association and N. E. A. estimated that small children in the first three or four grades need four or five hours of exercise every day.

It is one of the laws of all life that use leads to development and disuse leads to atrophy and decay. The only way muscles can be developed is by using them, and the only way the motor centres in the brain that control these muscles can be developed is by using the muscles. This does not mean necessarily that we must set to work systematically to develop every muscle in the body, however. There are many muscles that we need to use very little and that may well remain with a minimum development.

When a muscle that has been developed through exercise is long disused, it gets out of condition as it is said, by which we mean the muscle strands lose tone. Often there is deposition of fat among the strands, so as to clog their action. In this condition the use of any muscle soon leads to fatigue. It is not capable of a strong contraction. To keep developed muscles in condition they must be used moderately at frequent intervals for short periods at least.

Galton says the ultimate physical development of every child is determined at his birth; that nature has decreed in his physiological structure just how far he can jump, and how fast he can run. This does not mean, however, that he will necessarily reach this limit. As to whether or not he does these fully, will depend upon the amount and kind of exercise he has, the kind of food he eats, the amount of sleep he takes, and his general cheerfulness and disposition.

There is a best amount of exercise for every person. Carried beyond that, a person becomes fatigued, feels a sense of weariness, is often unable to sleep, and begins to lose weight. The point where the maximum physical development will be secured is somewhere before this point is reached. Coaches are accustomed to weigh their men every day and to let up on training if an athlete begins to lose in weight. Up to a certain point exercise will increase the amount of mental work done. Carried beyond this point, exercise will detract from it. Weariness affects both body and mind. The exercise given by the school should reach every child, but it should be moderate in amount.

The present does not require great physical strength as the heavy work has fallen to machines. However, the size of the brain is largely determined by the muscles which it controls, and the only way to develop the motor areas of the brain is through developing these muscles. It seems probable that these motor areas furnish most of the energy for all the activities of the individual, and that the person with a generous physical development will usually, if not always, have greater capacity for hard work without breakdown and for standing the strains of business as well as physical life than the person with a feeble physique.

Saving the Community's Youth

By A. L. COOK
Superintendent, Harbor Beach, Michigan

SOCIAL activities in most rural communities and small towns are sponsored by specific groups, such as, for example, the school, the churches, fraternal organizations, etc. These organizations have definite functions to perform in the promotion of the community welfare, but as agents for providing a complete and continuous social and recreational program they are to a certain degree insufficient and unsatisfactory. Their efforts are more or less spasmodic, with the result that long periods of time show little or no activity. During these lapses young people, and especially boys and girls of the "'teen age," form undesirable contacts to their own immediate and permanent harm, and to the ultimate great loss of the community. Because the activities of such organizations are largely restricted to their own groups they accentuate such community differences as grow out of social inequalities, church and fraternal affiliations, and the many other influences leading to the dissipation of community social resources.

It was the realization, by a few community and industrial leaders in the little city of Harbor Beach, Mich., of the foregoing facts, coupled with a desire upon their part to provide facilities for social meeting and community recreation, that led in November, 1917, to the formation of "Harbor Beach Community House, Inc." The articles of association state: "The purpose for which this corporation is formed is to furnish the inhabitants of Harbor Beach a place for meetings, for recreation, for education, for public offices, and for the instruction of the people of the community in mental and physical education."

From the very first the project was a community affair. The Jenks family donated a large building, located ideally for community centre work at the downtown intersection of the two main streets, and adjoining the city park. Over $25,000 was raised by subscription to meet the cost of re-modeling.

The World War resulted in a two-years' delay of the building program, and so it was not until December, 1921, that the entire building was ready for service. The completed building provided facilities for the following activities and organizations: Community theatre and auditorium; gymnasium; city council room and clerk's office; Scout headquarters; play rooms; club rooms; community library, and rest rooms and showers for both men and women.

Three different plans of administration were tried. At first a paid community director was employed. Two others followed in rapid succession. We, as a community, sat down, and allowed the director to entertain us. Then came a period of management by an unpaid executive committee. Elaborate plans were made to utilize supposedly available community leadership in various activities, but for the most part all that the volunteers did was to volunteer. A surprising thing, however, did begin to happen. The community began to use the various facilities without any visible leading or directing. Soon it was necessary to schedule events from ten to thirty days in advance. The third, and so far final plan of administration came as a result of the growth of the public school and the extension of the school curriculum to include physical education. Physical education classes conducted by the teachers for their pupils and supervised by the school officials led to the transfer of the community house management and program to the school authorities at a later time when the executive committee was broken up by the loss of a chairman. For the past three years the management has been through the school faculty under the direction of the Board of Education, the members of which were the members of the board of directors of Community House, Inc. Recently the school district, at the completion of the New Community Building —the first building was destroyed by fire in 1926— assumed a small indebtedness of $25,000 and became the sole owner of the new plant valued at over $135,000.

The New Community Building offers the same facilities found in the first one, but everything is finer, and larger. The Community Theatre, one of the parts of the new building, has a seating capacity of 686. It has modern projection apparatus, scenery, stage, dressing rooms and ticket office. It is run for the school district by a theatre manager, and the profits, which have averaged $2,650.00 net annually over past years, are used to retire the bond issue and to pay the expenses of the entire project.

Opening off from the lobby are the city clerk's office, a lounge room and the community and school library. The library has approximately 3,000 books. The equipment is modern, and includes a well-equipped reading room.

The gymnasium, with its playing floor, 40 feet by 72 feet, affords ample opportunity for community and school play, and physical education. When used for community banquets it seats 400 people. Service, in the shape of chairs, "knock-down" tables, dishes and silverware, has been provided for that number. A large kitchen with stoves and necessary other equipment extends along a part

of one side. At the present time seventy-two men from every profession and occupation are enjoying a community volley-ball tournament, which will terminate in a banquet paid for by the losing teams at the close of the contest in April.

On the upper floor is a large room, with kitchen adjoining, free for the use of the public for any non-charge activity. Other rooms provide for the work of the woman's club, the Scouts and the American Legion.

At the beginning of this article the purposes as set forth in the "articles of association" were stated. The project has become everything that the "articles" mention plus everything that they imply. Probably the leaders had a vision of the real purpose of the project, but they did not state it. The real purpose, as an experience over a period of seven years has demonstrated, is that of "Saving the Community's Youth," so that boys and girls may build worthy characters, and so make the finest contribution to the community in which they may live, and to the country which they have been taught to love.

But there are "by-products." Older men and women through the medium of play are renewing youth, and building a health reserve. The community has developed a degree of unity seldom found in a small village or a small city. And it pays, in actual dollars, in good will, and in happiness for all.

Normal School or College of Education?

By JOHN G. WOLCOTT
Lowell, Mass.

THE impression is growing that normal schools are going to develop into colleges where training will be of a character equal to the higher ideals of an ambitious public. In places where the change has not occurred already, the first motions toward a new order are being made by responsible heads. The ordinary teacher sees the development coming.

It is as plain as day that the American people are counting on education to help them realize their ideals. Tremendous increase in the number of college students shows how far this is true. Among all classes of people is seen a growing understanding of the benefits of a higher education and a growing tendency to make the most of opportunity. When the school teacher pauses to think what this development means, her pessimisms about education can disappear. There is sufficient ambition in the country to give life its necessary promise.

The situation looks especially promising for the new generation of teachers; I mean for the candidates who are about to enter teachers colleges. Their demand for a higher institution than a normal school is being answered by a constructive program which gives the candidate an entirely new status. The status is of a collegiate grade. In other words it conforms to the more thoroughgoing ideals of a progressing country. Education goes along with social development.

An important thing sometimes overlooked by would-be teachers is competition. In some of the older countries, like England, it is difficult to obtain positions without proving one's superiority as an educator, so numerous are the candidates. The result has been a greater emphasis on training, which explains in part the cultural advantage that Europe has had over America. Atmosphere at European training schools for teachers has become strictly professional in contrast with the school girl atmosphere prevailing in American normal schools. But now, with competition growing in the United States, the business of education assumes a more serious aspect here. Commissioners of education and normal school principals centre their thoughts on the idea of the teachers' college with a four-year course leading to a worth-while degree.

Competition has been regarded sometimes as a kind of cruelty. But what does it mean in the present case? It means that teachers' training institutions move forward towards the day when graduates will know what education is. Teachers of reading will know what reading is, in the manner of educated people who have a real interest in literature, science, and the great problems of life. As the world moves on, the indifferent student must vanish and with this student the ignorance of incompetence. The tendency will be away from the student who goes to normal school merely to learn how to make some kind of a living, towards the student who possesses the understanding required by a dignified collegiate institution.

Instead of the unsatisfactory custom of sending out teachers who have little natural interest in education the college will produce specialists prepared with a humane purpose. After the normal schools have developed into teachers' colleges the teachers' colleges may become colleges of education in order to erase the last suggestion of the normal school. It would help matters if the final step were arranged now while a change is likely.

At the present moment New England seems on the point of a departure. The New England Teacher Training Association has elected Clarence M. Weed of Lowell, Mass., and Wallace E.

Mason of Keene, N.H., as president and secretary with the special understanding that they shall inquire into methods of improving instruction. Mr. Weed received a letter from Ernest W. Butterfield, commissioner of education, New Hampshire, which states the situation in simple language.

"Why not face the situation?" says Mr. Butterfield. "The two-year course has outlived its value. The three-year course is a temporary expedient. Four years of preparation will soon be required of all teachers, elementary teachers as well as secondary. We should stand ready to furnish such a course, tuition free, to every qualified high school graduate. There is no shortage of teachers and we can lengthen the period of training without depriving any school of a teacher. A degree in education is evidence of the minimum which all new teachers should possess."

Interest in the subject is spreading in New England. At the November meeting of the New England Teacher Training Association, Commissioner A. B. Meredith of Hartford, Conn., spoke about the social changes that make the two-year course no longer adequate, and Principal William B. Aspinwall of Worcester, Mass., discussed the incompleteness of the three-year course. The advantages of the four-year course were explained by Arthur C. Boyden of Bridgewater, Mass.

Aids in Citizenship Training

By O. MYKING MEHUS
Department of Social Sciences, Northwest Missouri State Teachers College, Maryville

GLENN FRANK, president of the University of Wisconsin, says in "Prayer for Teachers": "We have schooled our students to be clever competitors in the world as it is, when we should have been helping them to become creative co-operators in making of the world as it is to be. . . . It has been easier to tell our students about the motionless past that we can learn once for all, than to join with them in trying to understand the moving present that must be studied afresh each morning. . . . Help us to see that education is after all but the adventure of trying to make ourselves at home in the modern world."

This last sentence epitomizes the purpose of citizenship training in our public schools. The world is continually changing, and we must help our students to adjust themselves to the changes. The social problems of today must be faced fearlessly in our public schools. We cannot continue to complacently fold our hands and teach only those things that are "safe"—we must discuss questions that are alive, that are even "controversial," if you please.

I believe that one reason why so many students lose interest in school work is because we as teachers do not dare to discuss the problems that are alive and that deal with the things of today and tomorrow. We wait until they become ancient history, and then we discuss them—because then they are harmless.

It was Lowell who said:—

"New occasions teach new duties; Time makes ancient good uncouth;
They must upward still and onward, who would keep abreast of Truth."

This is the spirit we must instill into our pupils—the spirit of search for the truth and the courage to follow that truth wherever it may lead. We must not, like the "heathen Chinee," have our faces turned toward the past. Our faces must be turned toward the future. If war is to be eliminated, if race prejudices are to be cast aside, if injustice is to be mitigated, we must look to the boys and girls who are in our public schools today to accomplish these reforms tomorrow. In order to do this they must have ready access to the facts connected with our modern social questions.

Below we have listed some of the modern social problems and indicated the sources where supplementary material can be secured for use in citizenship classes. When writing for this material it would be well for the teacher to mention that she is a teacher and that she desires to use this material in the schoolroom. We suggest that the teacher file the leaflets and pamphlets in large, strong envelopes or cardboard boxes—each to contain material on one subject. In a short time a valuable reference library will have been built up.

HEALTH AND HYGIENE.

Metropolitan Life Insurance Co., One Madison Ave., New York City.
Bureau of Education, Department of Interior, Washington, D. C.
United States Public Health Service, Surgeon General, Washington, D. C.
Bureau of Home Economics, Department of Agriculture, Washington, D. C.
Children's Bureau, Department of Labor, Washington, D. C.
Missouri State Board of Health, Health Commissioner, Jefferson City, Mo.
United States Public Health Service, 360 Federal Building, Bismarck, North Dakota.
Missouri Social Hygiene Association, 2221 Locust St., St. Louis, Mo.

Missouri Tuberculosis Association, 2221 Locust St., St. Louis, Mo.
American Red Cross, 1709 Washington Ave., St. Louis, Mo.
American Foundation for the Blind, 125 East 46th St., New York City.
Eye Sight Conservation Council, Times Building, New York City.
National Society for the Prevention of Blindness, 370 Seventh Ave., New York City.
Organization for the Hard of Hearing, 1601 35th St. N. W., Washington, D. C.
American Society for the Control of Cancer, 25 West 43rd St., New York City.
Dairymen's League Co-operative Association, 120 West 42nd St., New York City.
Commonwealth Fund, Division of Publications, 578 Madison Ave., New York City.
Women's Foundation for Health, 370 Seventh Ave., New York City.
National Safety Council, One Park Ave., New York City.
Association for Improving the Condition of the Poor, 105 East 22nd St., New York City.
The American Food Journal, 468 Fourth Ave., New York City.
American Eugenic Society, 185 Church St., New Haven, Conn.

PROHIBITION AND TEMPERANCE.

Scientific Temperance Federation, Room 67, 400 Boylston St., Boston, Mass.
Intercollegiate Prohibition Association, First and B Sts. N. W., Washington, D. C.
Board of Temperance, 100 Maryland Ave. N. E., Washington, D. C.
Paul Coleman, 4202 Adams St., Kansas City, Kansas.
National Reform Association, 209 Ninth St., Pittsburgh, Penn.
International Reform Federation, 206 Pennsylvania Ave. S. E., Washington, D. C.
Department of Moral Welfare, 833 Witherspoon Building, Philadelphia, Penn.
National W. C. T. U. Publishing House, Evanston, Ill.
Missouri W. C. T. U., 316 McDaniel Bldg., Springfield, Missouri.
Ohio W. C. T. U., 302 Schultz Building. Columbus, Ohio.
American Issue Publishing Co., 110 S. State St., Westerville, Ohio.
American Issue, 701 Victoria Building, St. Louis, Missouri.
World Conference on Narcotic Education, 578 Madison Ave., New York City.
Boys Anti-Cigarette League, Room 507, 58 W. Washington St., Chicago, Ill.
No-Tobacco League of America, P. O. Box No. 578, Indianapolis, Indiana.
L. H. Higley, Butler, Indiana.

BETTER RACE RELATIONS.

Commission on Inter-Racial Co-operation, 409 Palmer Building, Atlanta, Georgia.
National Urban League, 17 Madison Ave., Tenth Floor, New York City.
National Association for Advancement of Colored People, 69 Fifth Ave., New York City.
National Association of Colored Women, 1114 "O" St., N. W., Washington, D. C.
Associated Publishers, 1538 Ninth St. N. W., Washington, D. C.
The Southern Workman, Hampton, Virginia.
Tuskegee Institute, Tuskegee, Alabama.
H. J. Mason, Wiley College, Marshall, Texas.

JUVENILE DELINQUENCY AND CRIME.

Committee on Preventing Delinquency, 50 East 42nd St., New York City.
Big Brother and Big Sister Federation, 425 Fourth Ave., New York City.
League to Abolish Capital Punishment, 104 Fifth Ave., New York City.
National Probation Association, 370 Seventh Ave., New York City.
Central Howard Association, 605 Transportation Building, 608 S. Dearborn St., Chicago, Ill.
National Committee on Prisons and Prison Labor, 4 West 57th St., New York City.
National Society on Penal Information, 5937 Grand Central Terminal, New York City.

CHILD WELFARE.

Child Welfare Committee of America, 730 Fifth Ave., New York City.
Child Welfare League of America, 130 East 22nd St., New York City.
National Child Labor Committee, 215 Fourth Ave., New York City.
Organizations Associated for Ratification of Federal Child Labor Amendment, 532 Seventeenth St. N. W., Washington, D. C.
Children's Bureau, U. S. Department of Labor, Washington, D. C.
National Consumers' League, 156 Fifth Ave., New York City.
Carl D. Thompson, Suite 1439, 127 N. Dearborn St., Chicago, Ill.
Mrs. F. Robertson Jones, 104 Fifth Ave., New York City.
League for Industrial Democracy, 70 Fifth Ave., New York City.
National Women's Trade Union League, 311 S. Ashland Blvd., Chicago, Ill.
American Civil Liberties Union, 100 Fifth Ave., New York City.
American Association for Labor Legislation, 131 East 23rd St., New York City.
National Economic League, 6 Beacon St., Boston, Mass.
National League of Women Voters, 532 Seventeenth St., Washington, D. C.
Missouri League of Women Voters, Y. W. C. A. Building, St. Joseph, Missouri.
Missouri Conference for Social Welfare, Columbia, Missouri.
General Federation of Women's Clubs, 1734 N St. N. W., Washington, D. C.
National Popular Government League, 637 Munsey Building, Washington, D. C.
National Municipal League, 261 Broadway, New York City.
National Council of Women, 370 Seventh Ave., New York City.

WHOLESOME MOTION PICTURES.

The Educational Screen, 5 S. Wabash Ave., Chicago, Ill. (Everyone who is interested in wholesome pictures should secure a copy of "1000 and One," the blue book of non-theatrical films. It lists all the worthwhile films and their producers. It is published by The Educational Screen.)
National Board of Review, 70 Fifth Ave., New York City.
National Indorsers of Photoplays, R. R. M. Box No. 39H, Indianapolis, Indiana.
Harrison's Reports, 1440 Broadway, New York City.
Indiana Indorsers of Photoplays, 2931 Broadway, Indianapolis, Indiana.
Rutherford Better Films Committee, Mrs. H. G. Grover, Rutherford, New Jersey.
Visual Instruction Service, Iowa State College, Ames, Iowa.

PARENT-TEACHER ASSOCIATIONS.

Missouri Parent-Teacher Association, 226 Kirkpatrick Building, St. Joseph, Missouri.
National Congress of Parents and Teachers, 1201 Sixteenth St., N. W., Washington, D. C.

BOY AND GIRL SCOUTS.

Boy Scouts of America, 2 Park Place, New York City.
Girl Scouts, 670 Lexington Ave., New York City.
Camp Fire Girls, 41 Union Square, New York City.

PROTECTION OF BIRDS AND ANIMALS.

National Association of Audubon Societies, 1974 Broadway, New York City.
American Humane Association, 80 Howard St., Albany, New York.
American Tree Association, 1214 Sixteenth St., Washington, D. C.

WORLD PEACE.

American School Citizenship League, 405 Marlborough St., Boston, Mass.
National Council for Prevention of War, 532 Seventeenth St. N. W., Washington, D. C.
Kirby Page, 347 Madison Ave., New York City.
Committee on Militarism in Education, 387 Bible House, Astor Place, New York City.
American Friends Service Committee, 20 South 12th St., Philadelphia, Pa.
Outlawry of War, 134 S. La Salle St., Chicago, Ill.
Carnegie Endowment for International Peace, 2 Jackson Place, Washington, D. C.
World Peace Foundation, 40 Mt. Vernon St., Boston, Mass.
World Alliance for International Friendship, 70 Fifth Ave., New York City.
National Committee on Cause and Cure of War, 1010 Grand Central Terminal Building, New York City.
World Unity Magazine, 4 East 12th St., New York City.
Department of International Co-operation to Prevent War, 1015 Grand Central Terminal Building, New York City.
Catholic Association for International Peace, 1312 Massachusetts Ave. N. W., Washington, D. C.
American Peace Society, 613 Colorado Building, Washington, D. C.
Foreign Policy Association, 18 East 41st St., New York City.
Women's International League for Peace and Freedom, 522 Seventeenth St. N. W., Washington, D. C.
Federal Council of Churches in America, 105 East 22nd St., New York City.
Women's Peace Society, 20 Vesey St., New York City.
Women's Peace Union, 39 Pearl St., New York City.
National Council of Teachers of English, Estelle Downing, Ypsilanti, Michigan.
Fellowship of Reconciliation, 383 Bible House, Astor Place, New York City.
National Council of Jewish Women, 2566 Lake of Isles Blvd., Minneapolis, Minn.
American Foundation, 565 Fifth Ave., New York City.
The World Tomorrow, 52 Vanderbilt Ave., New York City.
League of Nations Non-Partisan Association, 6 East 39th St., New York City.
Intercollegiate Peace Association, Antioch College, Yellow Springs, Ohio.
Committee on Educational Publicity, 305 West 113th St., New York City.

GEOGRAPHY.

"Material on Geography," by Mary Josephine Booth, is a book that we recommend to everyone who is interested in securing supplementary material in Geography. This book lists educational exhibits as well as printed material. It contains 101 pages and costs fifty cents, postpaid. It can be secured from Mary Josephine Booth, Librarian, State Teachers College, 1536 Fourth St., Charleston, Ill.

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Two Kinds of People

By Ella Wheeler Wilcox

There are two kinds of people on earth today,
Just two kinds of people, no more, I say;
Not the saint and the sinner, for 'tis well understood
The good are half bad, and the bad are half good;
Not the rich and the poor, for to count a man's wealth,
You must first know the state of his conscience and health;
Not the humble and proud, for in life's little span
Who puts on vain airs is not counted a man;
Not the happy and sad, for the swift flying years
Bring each man his laughter and each man his tears.

No! The two kinds of people on earth I mean
Are the people who lift and the people who lean.
Wherever you go you will find the world's masses
Are always divided in just these two classes.
And oddly enough, you will find too, I ween,
There is only one lifter to twenty who lean.
In which class are you? Are you easing the load
Of overtaxed lifters who toil down the road?
Or are you a leaner, who lets others bear
Your portion of labor and worry and care?

The Evolution of Dorothy

By ARTHUR DEAN, Sc. D.

Four years ago the janitor's little girl used to come to my office to empty the wastepaper baskets. This was before I had this big fireplace where I can burn my letters myself. One day she said: "Doctor Dean, do you have anything to do with fixing little girls' teeth?"

I replied: "No, Dorothy, I am neither a dentist nor a medical doctor. But I can help little girls keep their teeth clean and beautiful and in this way help preserve them. Would you like to have me tell you how?"

"Yes, sir, if you would please. My teeth are not nice to look at."

Now Dorothy had very pretty Irish eyes and a sweet, winning smile. I could see that when she grew up she would be a very pretty girl and woman and it would be too bad if her appearance was marred with poor teeth. And Dorothy's teeth were very much in need of immediate attention.

So I presented Dorothy with a tooth brush, a tube of paste and a talk. Every day when she came to empty the wastepaper basket she would stand in front of me and say with a smile: "Look! See 'em? Ain't they grand?" Then one day to my consternation she added: "Mamma, papa, sister Marie and brother Jimmy are all using your brush and they like it too."

Thereupon I realized that my lesson was not a complete success. I had taken too much for granted.

Dorothy went to a clinic and had her teeth cleaned and one or two fillings put in.

I moved away and Dorothy disappeared from my life.

Today the office door opened: "Hello, Doctor Dean, I'm Dorothy!" And it was. Then she told her own and the family history since last we had met. She was now a telephone operator and had won a prize of five dollars for the best teeth in the company district. But that isn't the big point in the story. Dorothy's interest in her teeth had inspired an interest in her whole physical well-being with fine results. In turn this bred a self-confidence in the presence of others who were in a superior position. These contacts started her thinking of improving her mind. She goes to night school, reads informing books and is acquiring an education. Shortly she will become a stenographer with the ambition to become a private secretary. I think the evolution of Dorothy started with her chance interest in her teeth. Without this seemingly trivial start she could never reach the goal for which she is certainly headed. Think it over, folks.

Oaks from acorns.

Copyright.

Boys and Girls Today

By ELVIN H. FISHBACK

[From "Character Education in the Junior High School"]

THE boys and girls of the junior high school age find themselves at the threshold of adult life in a world that has been all but revolutionized in the last twenty-five years. They and their parents are bewildered as they view the rapidly changing conditions affecting social welfare.

While youth has not lost its way, the common observations of teachers and the scientific investigations of experts and social workers reveal the urgent need in the lives of adolescent pupils for some better method of character training.

In the past, pupils in the schools were found to be ill and in need of attention and all needed exercise and recreation, so health education was undertaken in the school. Home conditions have changed so materially from a generation or so ago that the study of foods and clothing becomes a necessity in the school. Likewise, industrial arts have become a part of every junior high school curriculum. All the subjects of secondary education have found their way into the school curriculum, not because some one evolved a theory that a particular subject should be given in the school, but because a need was found in the lives of the boys and girls, and then the school proceeded to give the help needed through organized courses of study and training.

Juvenile judges furnish us with positive information that juvenile delinquency is on the increase. The schools have been accused of having turned out a race of criminals. The schools have answered this with the statement that if they are training criminals, it is because the homes of the United States have sent a race of criminals into the schools. Without trying to settle this dispute the schools have acknowledged in the last few years that their product, from the point of view of moral efficiency, has not been entirely satisfactory, and that in spite of all that has been done by all social agencies, youth is guilty of more crimes and of more different crimes than it was formerly.

Desperate efforts are being made by junior high schools to adapt their methods and subject matter to the new day in which society finds itself. The teacher has not done her full duty when she watches the arithmetic papers of her pupils to see that no one cheats. Her duty leads her to try to establish by scientific methods such ideals and habits that youth will be led to accept the standards of the better class of adults.

Youth in the junior high school must be trained in the school, through the various avenues open in the junior high school, including direct character training, with a full consciousness on the part of teachers that, after all, character in its full meaning is the goal of all education.

A New Year and New Beginnings

THE calendar tells us that we have reached the turn of the year. But there is something within our subconscious selves that needs no calendar to let us know that we have reached a new page in the book . . . that we are on the threshold of New Beginnings.

At this time, many so-called "resolutions" are made in an insincere spirit . . . made to be broken. There is one resolution, however (at least one), that should be made right now in good faith—a resolve to give *your* school the well-demonstrated benefits of Music Appreciation as represented by our Courses*. (Rural—all grades—high-school, college, and university.) Just playing a few records for the children will not do. They need a systematic course—planned by practical teachers.

These Courses are not experimental in any sense. They have been tried and found *effective* in hundreds of schools. They are not only practical but extremely interesting, since they employ the Orthophonic Victrola and Orthophonic Victor Records. Children respond to them as naturally as flowers lift their heads to the sun. How they work and what they cost will be told in detail and without obligation.

**The Glenn-Lowrie Course, "Music Appreciation for Every Child," published by Silver, Burdett & Co., is based also upon Victor Orthophonic Records and is an ideal course with notebooks for all grades.*

The Educational Department

VICTOR TALKING MACHINE COMPANY

Camden, New Jersey, U. S. A.

School Problems

Edited by a School Executive

227. What is the relation of the Junior High School to the Senior High School, and vice versa? Just how far should the Senior High School go in demanding or expecting academic training and foundation for proper progress in book work in the Senior High School? Is it wise for the college preparatory work of the Senior High School to be dependent upon any part of the Junior High School for credits, etc., or should any subject unit be attempted part in Junior High and part in Senior High? (New York.)

The Junior High is three grades in a unit of the twelve-grade school system, and should be thought of as such. Its existence as a unit depends upon its place in the child's development, a place that demands its organization, technique and activities founded on adolescent needs. It meets these needs in a way to keep the continuity of growth from the first grade to the twelfth. That is, both Senior and Junior High take the pupil where they find him and continue his growth by meeting his needs at the point where he is when he comes to them. They are continuing forces and exposures in the child's growth and development. There should be no breaks between Junior High and elementary school or between Junior and Senior High. Each should have a bird's-eye view of the whole, and fit into the whole.

The Senior High has no right to make any demands on the Junior High. Their business is to take the pupil in the tenth year of a twelve-year school system, meet his needs as they find them, and go on. That attitude of studying and meeting the needs of the pupils, as individuals and a community, still needs cultivation. "How can I help you?" is the High School's slogan. It is not wise for the college preparatory work of a Senior High to be dependent upon any part of a Junior High for credits. No school superintendent should tolerate any reaching down of the college into the Junior High. It is contrary to all the principles upon which the Junior High is founded. It is sure to injure the organization of the Junior High in its power to meet individual human needs. It should be most carefully guarded against. As to your last question about a subject unit being carried by both schools, and I suppose you mean credit part in both schools—No. It is the same question as the one preceding as far as principle goes. No; for the simple reason that the subject in the Junior High—that is, a true Junior High—is of an explanatory nature, and therefore very different from what is called for by a college. Take, for example, the general science or foreign languages, their range and significance is sociological and not the particular fundamental first steps in information accumulation necessary for college. The minute you try to tie up college with them you must of necessity destroy the character and type of work upon which the existence of a Junior High School depends. There is grave danger for Junior High Schools from any reaching down from the Senior High or College. There is only one sane course, and that is "hands off," or your Junior High School will soon become a farce.

228. This "good sport" business in schools seems to me to be making hypocrites of our boys and girls. Children are not naturally "good sports." I would like to hear what you think on this subject. (Washington, D.C.)

Well, I think I sympathize with your feeling. There is something in what you say. It takes years of self-control and self-training to make what the world calls a "good sport," and when a teacher labels a little third-grade girl as a "poor sport" because she shrinks from the laughter of her class when she mispronounces a word that is carrying the matter too far. In fact, it is substituting sportsmanship for courtesy. It is not straight thinking. Ridicule is always rude, and hurts any adult to say nothing of a child. We don't want our boys and girls to become hardened to discourtesy. We don't want them to cry every time they are hurt, that is true. On the other hand, to deny the hurt is where the hypocrisy comes in, I suppose. Yes, there is a nice point there.

It takes years to become a good loser, and by that I mean one who doesn't cry out loud. Too good a loser—well, success isn't built on that either. The turning point in this "good sport," good losing, business is, it seems to me, not injuring others. You have no right to injure others with your troubles by complaining, wearing a long face, or in any other way. That is selfishness when you do. Now children are, as you suggest, very much interested, almost wholly interested, in self, and it takes years to get this other viewpoint. A great many adults never get it. Just try to get on the subway some night about five o'clock and see for yourself. But it is courtesy, kindly consideration for others, good sportsmanship, brotherly love, or something otherwise named that makes it possible for us to live together with more or less success, and your child must learn it. You are quite right to resent its being taught in an atmosphere where it is not lived. That is not truthful. It is a give and take situation, and must be learned through living.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

There Is No Unbelief

There is no unbelief;
Whoever plants a seed beneath the sod
And waits to see it push away the clod—
He trusts in God.

There is no unbelief;
Whoever says when clouds are in the sky,
"Be patient, heart; light breaketh by and by,"
Trusts the Most High.

There is no unbelief;
Whoever lies down on his couch to sleep,
Content to lock each sense in slumber deep,
Knows God will keep.

There is no unbelief;
For thus by day and night unconsciously
The heart lives by that faith the lips deny.
God knoweth why!

—Bulwer Lytton.

It is within the power of man to force his lips to utter that thing which his heart knows to be untrue. This fact is a mighty proof of the freedom of the will. The world about our feet, the hills, the clouds, the birds, the winds, the crickets in the grass, the flowers we crush, can only utter truth; can only show forth truth; can only garb truth in the loveliness that is theirs. We find no lie in all the works of God until we meet it issuing forth from the lips of man. That is why the great poet says:—

"There is no unbelief."

Man may deny his Father with his lips, but his own sonship rises up as proof against him.

The Queer Catch

Tiny Tim had fifty cents saved up. The money had been given him by the lumberjacks at odd times for helpful little things that he had done. Tiny Tim carried the coin around with him. It was wrapped in a piece of soft birchbark and then tied up in one corner of his big red bandana handkerchief. Tiny Tim did not know just what he would buy with the money when he went to town. His taste varied with the weather, as it were. If the day turned out hot and sticky and full of the sweet scent of cut cedar, Tiny Tim made up his mind to buy five dishes of ice cream. If the day happened to be cold and rainy, hot coffee and doughnuts seemed to have more appeal. When he broke the blade of his old jackknife a new knife beckoned to him. One day Tiny Tim was given seven dinner pails and told to carry them to loggers working at some distance from camp. Tim started off on the run and had gone about half way when he was stopped by a low whimpering cry that came from the bushes on his right. Tiny Tim set down his dinner pails and carefully parted the thick bushes. Beside a little spring under the roots of a fir tree he found a young fox with his hind foot caught in a steel trap. "Poor little fellow!" cried Tiny Tim as he approached. "How would I like to have my leg in a fix like that?" The little fox was terribly frightened as Tim came nearer and nearer and tugged at the trap and snapped his teeth, all the while whimpering and crying like a hurt child. Tiny Tim's heart was touched by the suffering of the poor beast. Taking out his big handkerchief he threw it skilfully over the fox's head and tied it tightly with a bow knot around the slim jaws. He felt of the wounded leg and found that while it was badly torn no bones were broken. Then he very gently opened the strong blades of the trap. Taking hold of one end of the bow knot Tim released the animal. The plunge of the little beast untied the handkerchief and set him free. Off he scampered on three legs as fast as he could, disappearing in an instant in the thick underbrush. Tiny Tim was about to put his handkerchief back in his pocket when the fifty-cent piece bumped against his leg. "I forgot about the trapper," said Tiny Tim. "The fox belonged to him. That's how he makes his living. I wonder what fox furs are worth!" Tiny Tim untied his bright shiny fifty-cent piece. "Anyway," he said to himself, "It would only buy ice cream sodas and what are ice cream sodas anyway? I guess the skin of that baby fox isn't worth more than fifty cents." Tiny Tim placed the bright silver half-dollar in the rusty bloodstained pan of the trap, looked at it once and then turned away. That night when the loggers came in, Tobey Ed banged on the table at supper time and said when all was still: "Met a fellow today who sets traps. Said he made a funny catch back in the woods. What do you think he caught? Tiny Tim's fifty-cent piece!" Tiny Tim blushed and hid his head under the table, but the men hauled him up and made him stand on the chair. Then they cheered as the logger gave him back his coin and another one with it.

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Tobey Ed

Tobey Ed was a newcomer in the camp and the biggest man in the woods for forty miles around. He was big in every way except in spirit. He had a big booming voice that roared when he sang, like a storm in the fir tops; he had a big flat foot that slapped the mud away from him when he walked, like a log slithering sideways around a bend on the skidway; he had a big, open flat face that the wind had slapped and bitten and coarsened till it looked like some sort of badly tanned red leather; he had a big, ugly temper, too, and a way of showing it that made every one afraid of him. When Tobey Ed's hairy hand came down with a slap on the boards of the meal table, the dishes all jumped into the air and the beans slopped out over the brown edge of the bean jar. Tiny Tim, through some trick of chance, had a seat exactly opposite that of Tobey Ed. One day, after Tobey Ed had eaten seven plates of beans and gulped down a quart of hot coffee, he leaned back and looked at Tiny Tim. "I say," he said, as he brought his great fist down on the table, "that it is now time for Tim to learn to dance." Tiny Tim looked at Tobey Ed with frightened eyes. "I don't want to dance," he said in a low voice. "Want to or not, you've got to learn to dance," said Tobey Ed. As he spoke the giant reached over and scattered the dishes away from in front of him with his long forearm. "Here, get up on the table, and I shall teach you the first steps of the lumberman's clog." "But I don't want to dance," said Tiny Tim. "Want to or not you are going to dance," yelled Tobey Ed. As he spoke he got up and leaned over the table and seized Tiny Tim by the collar and lifted him bodily into the air. Tiny Tim was no coward even if he were so small. In an instant he shot his toe forward and kicked Tobey Ed squarely in the chin. For a second the big lumberman was dazed, then he threw Tiny Tim in a heap into a corner and started around the table after him. "Stop!" cried a voice from the other end of the room. "Who says 'Stop'?" roared Tobey Ed.

"Stand out and say it again." "All right with me," said Red Davis, the newcomer from over the Cascades. "Perfectly all right with me. I said, 'Stop' and I mean 'Stop'!"

(To be continued.)

Tobey Ed—II

Red Davis was no pigmy himself. He stood six feet one in his stocking feet, but he had a merry twinkle in his blue eyes that kept one from being afraid of his size. As the two big men faced each other, the boss rose. "No fighting here," he said quietly. "The man who starts anything loses his job. If you want to fight go out into the woods where the trees have big roots and tough bark." "When?" said Tobey Ed. "Any old time suits me," answered Red Davis. "Make it tonight after work, then," roared Tobey Ed, "and send for the doctor, will you?" he asked, addressing the rest of the crew. After the lumberjacks had gone back into the woods Tiny Tim sat alone in the big dining room. He was sad. He didn't want men to fight over him. At last he took a piece of paper from the drawer of the radio cabinet and wrote: "Guess I'll be going along to another camp. Sorry, because I like this one. But Tobey Ed will have it in for me and there'll be trouble all the time. Goodbye. Your old friend, Tim."

The cook found the note an hour later. He loved Tiny Tim and rushed out to his bunkhouse only to find his chest empty and Tim gone. A big circular saw hung close to the cookhouse door. When the men were needed or were to be called to meals, the cook beat it soundly with a potato masher. At its roaring, throbbing call the lumberjacks would drop their work and troop swiftly into camp. When the cook found that Tiny Tim had really gone he seized his potato masher and began a furious tattoo on the old saw. When the roaring call throbbed through the forest the lumberjacks first looked at one another, then turned and started on the run towards camp.

Thinking the Good

A happy thought came to me today under most unexpected conditions. I was standing on the curbstone waiting for a bus when the man next to me, in speaking to a friend, uttered a most terrible oath. The thoughts behind the words the man said were so full of vile meaning that they stuck to my mind like pitch sticks to the hand that touches it. All morning I kept hearing over and over the dreadful thing that unfortunate man said. At last, in order to clear my mind, I took up a pile of paper slips on which from time to time I had copied beautiful poems or parts of poems. I began to read these wonderful words. As I read, a sense of coolness came over me, a sense of cleanness like one feels in the woods just as the sun is breaking through the mists of the morning. The sweetness and fragrance of the good was overcoming the memory of the evil I had heard. While I read, the thought came to me: Why not be prepared for such an experience in the future? Why not store up in my mind things beautiful and pure to overcome the evil that I encounter? Following up the thought, I learned by heart this little poem, this pure, fragrant thought of a man long dead in far-off India.

Wait On.

To talk with God.
No breath is lost,—
Talk on!

To walk with God.
No strength is lost,—
Walk on!

To wait on God.
No time is lost,—
Wait on!

—Dnyanodaya, India.

Now, when filth comes to my ears, I shall say these simple words or others just as beautiful and I am sure the thoughts they bring will act like spiritual brooms wielded by unseen hands dusting and brushing until the soul is clean again.

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EDUCATION IN ACTION

Alaskan Schools Have Important Role

Today Alaska has ninety-five schools which give instruction in the usual subjects of the common schools. Of these ninety-five schools, three are industrial boarding schools, located at strategic points and covering all sections of the territory except the southeast, for which a new school is planned. The work of the Alaskan schools is closely related to the village life in Alaska; the school republic becomes the village council; the school gardens become the village gardens; the girls in the cooking class become the bread bakers for the village; the clean-up of the school grounds becomes the village clean-up; the teacher of physiology and hygiene becomes the sanitary engineer for the village; and the schoolboy who is sent to the reindeer herd as an apprentice, in four years becomes the owner of a herd, the supporter of his family, and a future leader of his people.

College Students Doing Outside Work

A survey of 763 universities and colleges in the United States which make some provision for working students shows that forty-six per cent. of the men students and twenty-three per cent. of the women students of those institutions are earning part or all of their way through college. These institutions enroll eighty-four per cent. of all college students in the United States. Self-help students earn approximately $33,000,000 annually.

Reading Lessons Called Obsolete

Acting on an indictment handed down by hundreds of educational and curriculum experts, a jury of 100,000 school children and 3,000 school teachers, from all sections of the country, have listened to all the evidence, educationally speaking, and returned the verdict of guilty against the nation's school readers from the famous old McGuffey Reader of bygone days to the most modern. This verdict of guilty, handed down by the high educational court, was passed on and analyzed by Dr. Herbert B. Bruner, co-director of the bureau of curriculum research of Teachers College, Columbia University, who conducted the experiment. Dr. Bruner points out that the survey is a cross-section of the interest of the children themselves in what they read, and also of the mature judgments of their teachers as to what the children ought to read. The entire experiment has taken five or six years, and those close to the findings hint that the total cost may be in the vicinity of $100,000.

College Training Foe of Marriage

Is a college education making the teaching profession one of spinsters and bachelors? This question, if results in a survey made by Willard S. Elsbree, instructor at Teachers College, Columbia University, are to be believed, is apropos. A college education, Mr. Elsbree has found, reduces the chances of marriage of teachers, and this tendency is on the increase. Especially true of graduates of women's colleges, he finds that the women teachers are for the most part indifferent to marriage and motherhood. The greater desire for complete independence, coupled with higher standards for the opposite sex, has tended to lower the proportion of marriages. Marriages of kindergarten teachers are frequent, but the decrease is observed in the higher grades until the smallest number of marriages are found among the high school group.

New York Expert On Group Study Plan

The group study plan was described to nearly 200 Boston school teachers and principals recently by Edward R. Maguire, principal of School 61, the Bronx, New York, at a meeting under the auspices of the Boston Elementary Principals' Association in the school committee building. Under the group plan, according to Mr. Maguire, each teacher grades her class into two or more divisions and instructs each division separately, while the other pupils are studying. Its aim is to substitute, partly at least, student activity for teacher activity. "Just give them a chance," he said, "and your pupils will do ten times as much work as you'd ever dare assign them. But first you've got to set them free to take responsibility."

Health Need In Schools Cited

Testimony to the great value of the school health program was given recently at the Harvard Medical School, in a lecture delivered by Dr. C. E. Turner, professor of biology and public health in the Massachusetts Institute of Technology. "The public school," he said, "must be an expanding, evolving social institution if it is to do justice to the needs of the community. Already it has passed beyond its original lone objective of achieving literacy and assumed a broader function of administering to the full needs of the child; its job has grown into one of developing children, not merely one of teaching the three R's. A major part of this enlightened expansion is the maintenance and promotion of positive health. Progressive leaders in education have realized that health must be one of the first objectives of education and that health programs must be prepared which will achieve a result beyond the mere control of disease," he said.

Mexico to Copy Soviet School System

Mexico plans to resort to the Soviet Russian system for furtherance of public instruction and through its schools will make war on fear and superstition. In making this announcement Ezequil Padilla, Secretary of Education, pointed out that of the world's two most thorough systems of instruction, the American and the Russian, it is necessary for Mexico to adopt the latter, because the American system requires possession of financial resources beyond the government's means. The Soviet system, Padilla explained, is based on the arousing of public enthusiasm for learning to such an extent that a spontaneous co-operation would be effected, the public contributing to the funds for erecting the schools and being willing, for the sake of education, to tolerate difficulties. To put learning within the means of the poor, the government plans to foment publication of great quantities of cheap books and pamphlets, concentrating on the teaching of Mexican history, Mexican progress and the glories of the Mexican revolution.

Higher Maximum For Junior Masters

At a recent meeting of the Boston School Committee it was voted to increase the maximum salaries of junior masters appointed before June 1, 1906, from $3,888 to $4,032. The increase was granted to restore the slight differential between the salaries of junior masters and the older group of masters. Dr. Edward A. Tracy, school physician, was appointed to conduct a survey of epileptic children along neurological lines, to begin January 28 and continue throughout the current year.

Schools Show Gain In Moral Training

Character training for citizenship, begun some years ago under a definite course of study in the Boston public schools, already is showing fruit, Jeremiah E. Burke, superintendent, declares in an excerpt released from his forthcoming annual report. "We fully appreciate the magnitude of our tasks and are far from extravagant in our expectations," he says, recognizing that the results flowing from this work in character development naturally are intangible and unmeasurable. "However, evidences of the effectiveness of our program, coming from parents, teachers, and even from the pupils themselves, indicate quite conclusively that we are making noticeable and persistent gain in personal and civic honesty, practice in truth-telling, effort to choose the right and reject the wrong, reverence for elders and superiors, respect for law and order and for others' rights and privileges, growth in moral judgments, and appreciation of spiritual values." He points out that from the earliest times in New England the school has been "the bulwark and support of popular government."

Declares Music Aids Stenography

Music is becoming an invaluable aid to the teaching of shorthand, according to Miss Helen W. Evans, of the Gregg School, Chicago. Several years ago it was discovered that music could be used effectively in teaching typewriting, and today pianos and phonographs are to be found in typewriting classrooms throughout the country. More recently, Miss Evans said, it has been learned that a similar method can be applied in teaching shorthand. "The reason simply is that rhythm is the foundation of speed in the writing of shorthand as well as in typewriting," she explained. "We start pupils writing shorthand to the rhythm of slow marches, then waltzes, and gradually increase the tempo until they can write to the time of fast fox trots. It unquestionably is the best method and already has been introduced in many schools."

Teachers Blamed For Low Salaries

That college professors are themselves largely responsible for their own low salaries is the chief conclusion reached by the committee of Yale professors, made up of Professor Yandell Henderson and Professor Maurice R. Davie, appointed by the Yale Chapter of the American Association of University Professors to investigate the incomes and living costs of a university faculty. Their habit of fostering increases in the number of teachers as rapidly as new funds become available to the colleges in itself prevents any considerable increase of the average salary.

The committe finds that this policy is not only the chief cause of low salaries, "but also of deterioration in the quality of the teaching profession." Stating that the average salary of professors is essentially a quotient, obtained by dividing the money available for the university salary budget by the number of teachers, the report declares that no amount of increase in university endowment or income can raise the salary scale if the number of teachers increases at an equal rate.

Educational Groups Study Amalgamation

Possible amalgamation of the American Physical Education Association and the National Education Association is being studied by a committee which will report to the physical education group at its annual meeting next December, according to Carl L. Schrader, supervisor of physical education in the Massachusetts Department of Education, who was appointed chairman of this committee at the annual convention. The merger, if made, is to be accomplished within two years, according to the plans under consideration. The physical education organization would then become a department within the National Education Association. Among the questions involved are provision for clerical work, discontinuance of the physical educators' magazine, and provision for space in the N. E. A. magazine.

Court Stops School Paying for Sports

Public schools in Massachusetts cannot legally use school funds to buy clothing for their school athletes, according to a decision given by the State Supreme Court. The question arose in a case involving payment for an outfit of ten basketball suits for the team of Rindge Technical School, a public school in Cambridge. The court opinion says a school committee is authorized to spend money for supervision of games and play and for equipment of athletic grounds, also for purchase of textbooks and other school supplies to be loaned to pupils, "but it does not appear that athletic clothing is a part of the school supplies to be furnished for this instruction." Representative Paul A. Dever will file a bill in the Legislature which gives the School Committee the right to supervise and control all athletic and other organizations composed of public school children, and states that the expenditures shall be deemed for school purposes. Committeeman Charles F. Hurley brought the matter to the attention of the board. The Cambridge High Schools have been without track, crew and cross-country teams because the city auditor refused to pay the bills. He said that he could not pay bills for teams which did not bring any revenue.

Europe Lures Our Students

Post-war conditions in Europe and the general international situation have given great impetus to the movement of graduate study abroad. Before the war a small, exclusive group could afford to register at some famous university on the Continent for a year's study or more. Fellowships were not numerous, opportunities were few and the cost of living here was more nearly that of Western Europe than it has been during the past decade. This year hundreds of Americans are taking courses at European institutions, working for degrees, engaging in research, studying under some master

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of his field. The movement for international understanding which followed the establishment of the League of Nations has had the effect of increasing the interest in the exchange of students, with the result that fellowships, special stipends and scholarships multiplied, and students and teachers were encouraged to round out their education by taking advantage of them. Many graduate students, too, are finding it less expensive to study abroad than here.

Cut Curricula, Educator Advises

Education, like legislation, may become too highly detailed for general use and efficient operation, in the opinion of Dr. John J. Tigert, president of the University of Florida. Curtailment of the curricula of educational institutions is advocated by this educator as one of the ways to eliminate wasted expenditures, and the operation of educational machinery on a business basis. American students, he says, are graduated two years later in life than those of Europe. Democratization of junior education is another feature pointed to by Dr. Tigert as wasteful. "We have as many as sixty or seventy courses in our high schools, and our system now is articulated with industrial order," he asserts.

Sues School For Golf Injury

Struck by a golf club in the hands of another student, Roy Schwartz, of New York City, lost an eye. His father is suing, on the ground that the school was negligent in permitting golf to be played on the campus.

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TREND OF THE TIMES

RUSSIAN CITIES are growing fast, according to latest statistics. The population of Novosibirsk, the capital of Siberia, has increased seventy-two per cent as compared with 1917, while that of Nijni-Novgorod, Viatka, Omsk and Petrozavodsk rose about forty-five per cent. Moscow's population increases five per cent. annually.

INTENSE DESIRE for knowledge since the World War and greater demand for books have led to more widespread culture in America, in the belief of members of the National Association of Book Publishers. Evidence brought out at the meeting showed that fiction had been replaced in popularity by biography, scientific works, philosophy and history.

TUBERCULOSIS will be only "one of the relatively minor causes of death," within the lives of most of the present generation, if Dr. Louis I. Dublin is a safe prophet. He gives credit to the anti-tuberculosis campaign actively waged for the past thirty years, which has already cut the death-rate from this cause about sixty per cent., saving the lives of literally hundreds of thousands of persons.

RICH CHINESE live in houses strongly barred, and dare not go abroad without armed guards in their cars for fear of kidnappers. Kidnapping, declares the London Times correspondent in Shanghai, is organized as a regular business. It requires capital, directors, managers, and subordinate employees. There are even money-lenders who will advance the sums necessary to bring off a successful coup. The leaders—the brains of this work—are rarely captured, it seems, for they usually direct operations at a distance from Shanghai.

BLACKSMITH in Pittsburgh relies on radio to keep horses tranquil. John W. Kelly declares that "whereas in the past we had to tie a thick rope around a horse's neck and leg to keep it from kicking, all we do now is turn on the radio, and music makes the horse so tranquil that we can put a shoe on in a jiffy. The way our horses strain their ears to catch every note from the radio shows that they have a lot of 'horse sense'."

WORLD'S INTELLECT will be surveyed by a national committee on development appointed by Dr. Francis X. Dercum, president of the American Philosophical Society. "The American Philosophical Society," declared Dr. Dercum, "is taking stock of the intellectual situation, with a view to formulating a future program of service to all branches of learning."

TO FAMILIARIZE the population with European customs and habits, the idea has been put forward in Persia that the municipal authorities should open cinemas throughout the country to show films depicting the sociological conditions in Western lands. Mostly Russian films are shown, but these do not show conditions in the outer world as they really are. The few cinemas that operate in Persia are neither on a high level nor are they very successful.

CALIFORNIA is the most prosperous state in the Union, judged by the proportion of income taxpayers to the total population, and South Carolina is the poorest, according to an analysis of the official statistics of the Bureau of Internal Revenue, which has just been completed. The Middle Atlantic States—New York, New Jersey, Delaware, Maryland and District of Columbia—are the most prosperous section, with the Pacific Coast a close second.

THAT 145 women now sit in legislatures in thirty-eight states of the Union—an increase of nineteen women members over last year—is taken to show "that recognition of the feminine electorate in the choice of legislators is permanent, and the proportion may be looked on to show a steady, if moderate increase." Pertinent in this connection is the fact that sixty-eight of the number elected had served previously, and four were chosen for the fourth time.

UNEMPLOYMENT, particularly that caused by "bootleg" immigration, by the growing use of machinery, and by tariff laws that fail to protect the worker, were the dominant issues before the recent convention of the American Federation of Labor at New Orleans. President William Green declared that "organized labor will oppose with every bit of power it has, the turning adrift of men replaced by machinery and for whom no position is made."

GOLDEN STREAM of tourist traffic brought almost 2,000,000 persons to France in 1928. France took advantage of the post-war opportunity and was rewarded during 1928 by tourist expenditures ranging from $250,000,000 to $500,000,000.

The BOOK TABLE

TEACHING IN SECONDARY SCHOOLS. By A. D. Mueller, Ph.D., Worcester, Massachusetts, State Normal School. Cloth, 450 pages. New York and London: The Century Company.

Dr. Mueller has the courage to say what onlookers have realized for some time, that secondary school teachers have not kept pace with elementary school teachers in thinking of the student more than of the subject.

The greatest professional advance in the near future will be in humanizing secondary school teachers. There is already recognition that one must be a high school teacher rather than a specialist in a subject.

The really remarkable feature of this remarkable book is the fact that it is written by a New England State Teachers College teacher. We have recently called attention to the fact that really wonderful achievement in the training of teachers for high schools is in New Hampshire, and now we welcome one of the most wholesome books on the re-creation of the training of high school teachers, and it is written by a teacher in a Massachusetts State Teachers College.

We quote paragraphs from Dr. Mueller's preface that are professionally epoch making:—

"Traditional, time-honored methods have been carefully examined and tested, and, if found inefficient or uneconomical, have been supplanted by newer and better procedures.

"The changing conception of the function of the secondary school, too, has had its effect on high school organization and procedure. College preparation as the major function of the secondary school is now replaced by such aims as preparation for life in a democracy; for the duties of citizenship; for the worthy use of leisure time; for a vocation; for worthy home membership; the development of proper health habits; of ethical character; and the like. Such aims naturally shift the teaching emphasis from its absorption in imparting specific knowledge or teaching subject-matter to the developing of worthy ideals, attitudes, habits and skills side by side with training in certain fundamental knowledge and information.

"Whereas under the old conception of secondary education such procedures as are commonly associated with 'the recitation' may have been passably effective, under the new conception they are decidedly ineffective and inefficient.

"Then, again, the movement toward the scientific classification of pupils, as well as the scientific measuring of results of instruction, has upset old notions and theories and has made it necessary to invent newer and better methods of instruction. The junior high school movement, too, has brought numerous problems of organization, control, and classroom procedure with it which require special treatment. All this has led to a new conception as to the function of the secondary school teacher, and to the development of new methods or procedures in teaching."

MODERN PHYSICS. By Charles E. Dull, West Side High School, Newark, N. J. Cloth. Illustrated. 778 pages. New York: Henry Holt and Company.

No textbook needs to be up to date as scientifically as does a text on Physics, and Henry Holt and Company specialize in up-to-dateness as Mr. Dull's book demonstrates. It is not an old book modernized, but a thorough Modern Physics, not only as to facts but in modern methods of description, presentation and illustration. Personally we have checked up on our latest information on some phases of physics in which we are interested.

CURRENT EVENTS INSTRUCTION. A Textbook of Principles and Plans. By Reginald Stevens Kimball. With Chapters by Paul Klapper, College City of New York, Daniel C. Knowlton, Yale University, Roy W. Hatch, Montclair, N. J., Normal School, and Leonard C. Packard, Boston Teachers College. Cloth. 308 pages. Boston, New York, Chicago, and Dallas: Houghton Mifflin Company.

"Current Events" have their first adequate professional book of 300 pages. There is a well-defined purpose to systematize the teaching of current affairs. One important service that Mr. Kimball has rendered is his revelation that State Teacher Training Schools have rarely made any serious attempt to professionalize the teaching of current events.

That a decided change is taking place regarding the educational nature of Current Events is clearly in evidence. Indeed, the publication of Mr. Kimball's masterful professional textbook is of itself highly significant. It not only emphasizes the importance of Current Events as a regular school subject, but it is as definite a course of training for the educational use of passing events as of any of the new school subjects.

Current Events are magnified as the handmaid to all social studies. Special instruction is advocated and lesson plans are presented. In every way Mr. Kimball is helpful, not only as a crusader, but as a skilful leader.

THE WAR DEBTS. An American View. By Philip Dexter and John Hunter Sedgwick. Cloth. 173 pages. New York: The Macmillan Company.

This interesting book is an attempt to present both sides of the question regarding the war debts of England and France to the United States, but it looks to me as though it were a skilful piece of propaganda for canceling the debts, but the reader should judge of that for himself. The book makes it very clear that there is undesirable prejudice against the United States, just as there is undesirable prejudice against sections of the United States by other sections. It is easy to attribute this to some one cause when in reality there is never any one cause.

WILLIAM RAINEY HARPER. First President of the University of Chicago. By Thomas Wakefield Goodspeed. Cloth. Illustrated. 241 pages. Chicago: The University of Chicago Press.

No one has rendered the cause of university education the same service in kind or quantity as did the first president of the University of Chicago. Those of us who knew him at Chautauqua and at Chicago in comradeship envied those who could know him infinitely in faculty association, and we welcome most ardently this story of his life and death, for the story of his heroic life in dying is almost as wonderful as his life. The story of his youth we had never known, and this feature of the book is illuminating. President Harper had a personality as distinct and charming as his university creation and promotion was brilliant. Chicago students, past and present, will be sure to read it and be ennobled by it. We wish it might be read by university students generally.

Books Received

"Modern Principles and the Elementary Teacher's Technique." By Charles Elmer Holley. New York: The Century Company.

"La Poudre Aux Yeux and La Cigale Chez Les Fourmis." By Hoelia Dubrule.—"A Week With Andy." By J. Asbury Pitman, B. J. Dearborn.—"Workbook for Grade VI" to Accompany Buckingham-Osburn Book III, Part II. By B. R. Buckingham and J. J. Osburn.—"Work That Is Play." Construction pages to accompany. By Lura M. Eyestone and Clare W. Roberts. Boston: Ginn and Company.

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Yes, Indeed

To Tom, who had been cutting up, his mother exclaimed wearily: "Why can't you be a good boy?"

"Well, mother, I'll be good for a nickel."

Mother: "For shame, you ought to be like your father, good for nothing."

A Rake-off

A colored man went to his pastor and handed him a letter to the Lord, which ran: "Please send dis poor darkey $50 right away." The pastor, a kind-hearted man, called together several of his friends and said: "This poor fellow has so much faith in the Lord that he expects Him to send the $50 right away. We shouldn't let him be disappointed. Let's make a collection for him." This was done and $42 was contributed, which sum was sent to the ingenuous petitioner.

Next day the colored man handed the parson another letter. This one ran: "Dear Lord: De nex' time You send dis darkey money, don't send it through no parson—send it to me direct."

Hard Worker

Visitor—"How long has that office boy worked for you?"

Boss—"About four hours."

Visitor—"Four hours! Why, I thought he had been here for a long time."

Boss—"Oh, yes; he has been here for nine years."

Smash

The teacher was explaining to a class of small boys and girls the meaning of the word "collision."

"A 'collison,'" she said, "is when two things come together, unexpectedly. Now can anyone give me an example of a 'collision'?"

"Twins!" said the Class Idiot.

Impossible

Customer — "I don't want to buy your crackers; they tell me the mice are always running over them."

Grocer—"That ain't so; why the cat sleeps in the barrel every night."

That Is True

Teacher— "Eddie, what is longitude?"

Eddie—"A clothes line."

Teacher—"Where did you ever get that idea?"

Eddie—"Because it stretches from pole to pole."

For the Twelfth

The jury had been out on the case all morning and was still undecided. The vote stood eleven to one for acquittal, but one old codger stubbornly held out for a verdict of guilty.

The sheriff came in at dinner time and inquired what they would have to eat.

"Wa-a-ll," said the foreman disgustedly, "you can bring us eleven dinners." Then he added, reflectively, "and a bale of hay."

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A Correction

Editor, Journal of Education:

Permit me to call your attention to some errors in your news item on the Arkansas anti-evolution question in the Journal of December 3.

1. Until the courts have decided what the law means, no one will know what books, if any, will be barred. Certainly no books have been barred.

2. Even if it should be found necessary to bar books, the expense would not fall on the state treasury, since the state owns none of the textbooks or reference books.

3. The statement credited to me to the effect that Webster's dictionary will be barred is without foundation.

Here are the facts. I said to a reporter: "If the courts should decide that the academic discussion of a subject is tantamount to teaching it, a teacher in a tax-supported school would violate the law by even discussing the forbidden question. And if reference books are to be classed as textbooks, even our dictionaries and encyclopedias would have to go." The reporter omitted the "if" clauses and quoted me as stating the matter categorically.

As matters stand, no one knows what application of the law will be made. And, while none of us teachers want to be involved in a second Scopes case, all of us would like to know where we are "at."

Yours very truly,
J. P. Womack,
State Superintendent, Little Rock, Arkansas.

High School Fundamentals

Editor, Journal of Education:

The question of *fundamentals in elementary schools* long ago seemed to take a definite outline with the *three R's* as the core of the curriculum. Of course when we think of elementary education as embracing "tool subjects" only, these are still a recognized core for constructing elementary courses of study.

With modern concepts of the broadened foundations of education—with the thought that the schools must teach honor, duty, courage, faith, hope, love of work and joy in service culminating in self-reliance, self-sacrifice and self-direction—we have a clear concept of the so-called cultural values which must be dominant in any course of study.

In the construction of high school courses of study two general *objectives* have appeared as well defined: First, *college entrance preparation*, which was originally very much in the ascendancy; second, *practical preparation for life*, which, due to the fact that almost everybody now goes to high school and that not everyone may have a "white-collar" job, is becoming a major objective in building courses of study for high schools.

A brief study of college entrance requirements will reveal the magnitude of this change in high school curriculums. The catalog of the University of Missouri contains each year a list of subjects that will be accepted for entrance to the various schools and colleges of the university. In the catalog of 1908-9 on pages 68-69 the list contained 43 units of such subjects. In the catalog of 1928-29 on pages 38-39 is a list of 71 units of subjects accepted for entrance. This list includes the list of 1908-9 and 28 added subject units as follows: Sciences, 2½; Teacher Training, 3; Fine Arts, 5; Commercial, 5½; Vocational, 12. Of course these units have been added because there was a demand for them. The curriculum of the high school as well as that of the college has been gradually changing to fit the needs of students.

There is not any question as to the fact that our high schools offer adequate preparation for college entrance, but there seems to be a doubt (implied or expressed) as to whether these high schools offer adequate opportunities for pupils to make preparation for the everyday duties that certainly await them in life after school days. It does not satisfy the critics to exhibit printed pages of courses of study to show that such subjects are offered. These critics want to know, and have a right to know, whether the pupils take these subjects or do not take them.

In Kansas City, Missouri, Assistant Superintendent F. H. Barbee made a study tabulating results as to what studies the pupils in the eight senior high schools of Kansas City were actually taking, and these data seem sufficient to enable us to form a reasonably accurate conclusion as to what preparation the high school students in Kansas City are actually making.

During the second semester of the school year, 1927-28, there were 11,597 students enrolled in these eight high schools. Mr. Barbee's tabulation shows that there were 9,738 pupils studying English, 4,882 studying Mathematics, 4,102 studying Languages, 6,713 studying Sciences, and 6,866 studying History. This group of subjects includes the chief required subjects for graduating and for college entrance preparation. In an elective group meant to give preparation for industrial occupations and home life are three divisions of subjects offered: First, Commercial subjects in which 3,461 pupils are enrolled; second, Industrial Arts in which there are 3,523 pupils enrolled; and third, Household Arts in which there are 2,776 pupils enrolled, a total of 9,760 for the whole group of industrial subjects. It seems that these facts would at least tend to

prove that a large portion of the pupils of the high schools of Kansas City, Missouri, are making preparation for some of the more practical duties to which they must give their attention after graduation; i.e., they are preparing to enter industrial life.

Superintendent Cammack's fourth annual report showed that 55 per cent. of the graduates of the high schools of Kansas City enter college; that two-fifths of these graduates enter local colleges (Teachers College, Junior College, etc.) and three-fifths enter other colleges and universities so that the preparation for college entrance is still a large objective in high school training. However, it should be borne in mind that the tendency in college entrance requirements is to expand as to the number of subjects accredited, including many of the courses listed in the industrial group of subjects. Hence, these Kansas City pupils, many of whom expect to go to college, are taking subjects which give distinct preparation for entering industrial pursuits as well as for entering college.

From this study and these facts submitted we might reasonably draw the conclusion that high school fundamentals are as follows: First, character formation, which is a resultant of school and classroom government, social science studies, and academic subjects; second, industrial subjects or subjects which are by their nature a preparation for entering industrial vocations and developing the earning capacity of the students and hence improving the quality of citizenship. Therefore, any line of work that tends to develop in the student ideals, habits, and attitudes of honor, duty, courage, love of work and joy of service, fitness for specific tasks, cultural values, or intellectual advancement increasing the capacity of the students for living wider, more happy or more useful lives is distinctively a *high school fundamental*.

Very truly yours,
S. M. Barrett.

Kansas City,
Missouri.

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